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【研究論文】

**A Study on Learning Processes of Japanese Learners in the
Latter Half of a Preliminary Korean Language Course: Results
of the 「Hangul」 Proficiency Verification Test(Class IV)**

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A Study on Learning Processes of Japanese Learners in the Latter Half of a Preliminary Korean Language Course: Results of the 「Hangul」 Proficiency Verification Test(Class IV)

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This paper examines Korean-language lessons for Japanese learners and their correct answer rate to problems presented in the 「Hangul」 Proficiency Verification Test (Class IV) during the latter half of a preliminary course. The aim was the analysis of the particular teaching and learning processes. In addition, a statistical analysis was carried out on Japanese students' learning processes who were classified according to their 「Hangul」 Proficiency Verification Test (Class IV) scores.

1. Introduction

In general, courses for learning foreign languages are classified into the three stages of preliminary, intermediate, and advanced levels. For Korean-language acquisition, the learners typically start with the Korean alphabet (consonants and vowels) to read and write. After familiarization with the alphabet, they then begin to learn simple Korean words and the ways of how to use them properly through lessons provided in preliminary courses, which comprise varieties of sentence patterns, phonological rules, pre- and postpositions, as well as verbs' and their adjectives' inflections. The analysis of the Korean-language students' learning processes in preliminary courses through discussions based on objective and statistical assessments is thus important to support learners in continuing toward intermediate and advanced levels.

This paper examines Korean-language lessons for Japanese learners and their rate of correct answers to problems presented in the 「Hangul」 Proficiency Verification Test (Class IV) in the latter half of a preliminary course to analyze the particular teaching and learning processes. In addition, a statistical analysis was carried out for the analysis of Japanese students' learning processes who were classified according to the 「Hangul」 Proficiency

Verification Test (Class IV) scores.

2. Background

The current 「Hangul」 Proficiency Verification Test has been implemented by the Association of 「Hangul」 Proficiency Verification since 1993 in Japan to evaluate the achievement of learning the Korean Language. Since the test was designed for native Japanese students of Korean, it can be employed as a valuable tool for analyzing Korean-language learning processes. However, until the early 2000s, no such studies had been carried out. The author had examined the features and classes of the test for the first time in 2005, together with comprehensive test explanations such as about trends in the annual number of Japanese learners applying for the test, learning processes' durations, classes of the test for which Japanese learners applied, and purposes of the test's application. Afterward, my research delved into learning methods, learning materials, and achievements of Japanese learners with respect to the 「Hangul」 Proficiency Verification Test and continued, including the following investigations: 'A Study on the Analysis of the Types of Problems and Trends of Resulting Scores based on the Analysis of Written Test Results for the 「Hangul」 Proficiency Verification Test (Class V) (2006),' 'A Study on the Development of Learning Applications for the 「Hangul」 Proficiency Verification Test (Class V) (2011),' 'A Study on the Development and Assessment of Android Smartphone Applications for the 「Hangul」 Proficiency Verification Test (2012),' 'A Study on the Development of a Paperless Support System for Learning the Korean Language Using the Bluetooth Technology for Android Appliances (2013),' 'A Study on the Development and Assessment of Mobile Self-Learning Materials for the 「Hangul」 Proficiency Verification Test (2013),' and 'A Study on the Degree of Korean Proficiency of Japanese Learners in an Intermediate Course for the Korean Language through Analysis of 「Hangul」 Proficiency Verification Test Results (Class III) (2015).'

There are studies on the test conducted by other authors. Sugai Yoshinori compared problems between the 「Hangul」 Proficiency Verification Test and the Preliminary Korean Language Proficiency Test (2006). Hasegawa Yukiko analyzed the presentation standards

and contents of the problems for the 「Hangul」 Proficiency Verification Test (2007). Jeong Jisuk and Iida Hidetoshi examined the proverbs included in problems prepared for the 「Hangul」 Proficiency Verification Test (2007). These studies are different from the previous ones conducted by the author of this paper who particularly focused on the actual results obtained in the 「Hangul」 Proficiency Verification Tests (Class III and Class V). Therefore, the examination of Japanese Korean-language students' learning processes in the latter half of a preliminary course for the Korean Language based on the analysis of the 「Hangul」 Proficiency Verification Test (Class IV) results are significant.

3. Study Method

3.1 The 「Hangul」 Proficiency Verification Test

The Association of 「Hangul」 Proficiency Verification Test was established on October 9 1992 to provide a fair and objective assessment of Japanese learners' Korean-language proficiency and currently implements the test in Japanese society. Since the 「Hangul」 Proficiency Verification Test's introduction in 1993, it has been continued until now with more than 370,000 applicants in 47 actual test occasions.

Presently, with the annual number of test applicants approximating 30,000, the 「Hangul」 Proficiency Verification Test has become well-known in Japanese society¹. It was designed for indigenous Japanese learners of the Korean language and is currently comprised of five distinct classes (Class I-Class V), Class I being the one with problems of the highest difficulty. Each level of the test targets the applicants' proficiency in (1) the first half (Class V) and latter half (Class IV) of the preliminary course, (2) the first half (Class III) and latter half (Semi-Class II) of the intermediate course, and (3) the advanced (Class II) and top level courses (Class I) for Korean-language learning.

The contents prepared for the learners in the latter half of the preliminary course (Class IV) for the test comprise approximately 1,070 words and sentence patterns, reflecting their relative frequency of usage in Korean sentences. Predetermined phrases contained therein can also be used for answers, as well as for echoing others' words or for mutual

¹ For further information, refer to the Association of 「Hangul」 Proficiency Verification Test website.

conversations.

Class IV proficiency allows placing simple orders in restaurants, requests for shopping, or suggestions to others. Thus, the students of this course are expected to write, read, and understand short sentences in a simple diary, letter, or email organized with such words and sentence patterns. The learners should also be able to look up dictionaries spontaneously and to have a certain degree of knowledge that enables them to understand idiomatic expressions or combinations of frequently used words including compound words, collocations, and phrases. The test for the certification of Korean proficiency at the Class IV level consists of writing (perfect score: 60 points) and listening tests (perfect score: 40 points); the applicants must obtain more than 60 points to pass the test and to earn the certificate. In this study, the results obtained from Class IV level writing tests were employed for statistical analyses on the rate of correct answers and associated problems.

3.2 Study Methods

The results of the writing tests from 18 Japanese students of G-University who applied for the 43rd 「Hangul」 Proficiency Verification Test (Class IV) carried out in November 2014 were analyzed.

Among them, 13 had passed and five students had failed the test, but the writing test results of all 18 applicants were used for the analyses.

In section 4.1 of this paper ("Data Analysis"), the lessons and their problems for the 43rd 「Hangul」 Proficiency Verification Test (Class IV) preparation were explicitly explained. In the following section 4.2, the rate of correct answers to the problems presented in the test was analyzed to examine the difficulties experienced by the applicants in the latter half of a preliminary Korean-language course.

In section 5.1, the subjects were classified into the two groups of high and low scorers to compare and examine their differences in the learning processes. In the following section 5.2, statistical analysis results on the groups' significant differences were presented.

4. Data Analysis and Discussions

4.1 Data Analysis

There were 34 problems prepared for the 43rd 「Hangul」 Proficiency Verification Test (Class IV). The items constructed for the applicants' proficiency assessment, the lessons prepared for the test, and the contents of the 34 problems are classified and summarized in Table 1. The writing tests in the 「Hangul」 Proficiency Verification Test (Class IV) designed for the applicants in the latter half of their preliminary Korean-language course were comprised of 11 items for an assessment of the contents provided in all lessons were as follows: 1. phonological rules (problems to determine understanding of various phonological variations in the Korean language), 2. vocabulary (words) (problems to select correct Korean words corresponding to Japanese ones), 3. vocabulary (sentence) (problems to put correct words into vacancies in given sentences), 4. vocabulary (conversation) (problems to select pertinent words to complete given conversations), 5. synonyms (problems to select words with meanings similar to the given words), 6. problems to determine the understanding of verbs' and adjectives' basic forms, 7. postpositions (problems to select pertinent postpositions to complete given conversations), 8. inflections of verbs and adjectives (problems to select pertinent inflections of verbs and adjectives for vacancies in sentences according to the interpretations of given conversations), 9. problems to determine the understanding of expressions for formal greetings, 10. completion of conversations (problems to select pertinent conversations corresponding to vacancies in given sentences based on the comprehension of the two given conversations), 11. reading comprehension of long texts (problems to determine the degree of comprehension of lengthy Korean texts).

The problems of the 「Hangul」 Proficiency Verification Test (Class IV) prepared for the applicants in the latter half of a Korean-language preliminary course were originally classified into broad identical categories to assess the lessons. However, for item 7, the problems were divided into the 'problem of selecting pertinent postpositions [7a]' (1 and 2)) and the 'problem of selecting pertinent inflections of verbs and adjectives [7b]' (3 and 4)), depending on their respective contents. Also, the items 10 and 11 for the reading comprehension of sentences with the same length were integrated into a single one.

Table 1. Lessons and Items for the Assessment

Items	Contents	Problems
Phonological rules	problems to determine understanding of various phonological variations in the Korean language	[1]1)2)3)4)
Vocabulary (words)	problems to select correct Korean words corresponding to Japanese ones	[2]1)2)3)4)
Vocabulary (sentence)	problems to put correct words into vacancies in given sentences	[3]1)2)3)
Vocabulary (conversation)	problems to select pertinent words to complete given conversations	[4]1)2)3)
Synonyms	problems to select words with meanings similar to the given words	[5]1)2)3)
Basic forms of verbs and adjectives	problems to determine the understanding of verbs' and adjectives' basic forms	[6]1)2)
Postpositions	problems to select pertinent postpositions to complete given conversations	[7]1)2)
Inflections of verbs and adjectives	problems to select pertinent inflections of verbs and adjectives for vacancies in sentences according to the interpretations of given conversations	[7]3)4)
Formalized greetings	problems to determine the understanding of expressions for formal greetings	[8]1)2)
Completion of conversations	problems to select pertinent conversations corresponding to vacancies in given sentences based on the comprehension of the two given conversations	[9]1)2)3)4)5)
Reading comprehension of long texts	problems to determine the degree of comprehension of lengthy Korean texts	[10]1)2) [11]1)2)

4.2 Learning of Japanese Students in the Latter Half of a Preliminary Korean-Language Course

In this section, the rate of correct answers to the test problems was analyzed to examine the difficulties experienced by the applicants while learning the lessons in the latter half of a preliminary Korean-language course. The subjects had obtained an average score of 43 points in the writing tests (out of the full score of 60 points) which was two points higher than of all applicants in the country(average score 41). As shown in Figure 1, the rate of correct answers for both problems to determine the understanding of ‘formalized greetings’ and ‘basic forms of verbs and adjectives’ marked the highest score of 88.9% whereas the answers to ‘vocabulary (words)’ and ‘reading comprehension of long texts’ was 81.9%. The lowest rate of correct answers was 44.1% for ‘postpositions’. The problem on the ‘inflections of verbs and adjectives’ also rendered a low correct answer rate of 58.3%.

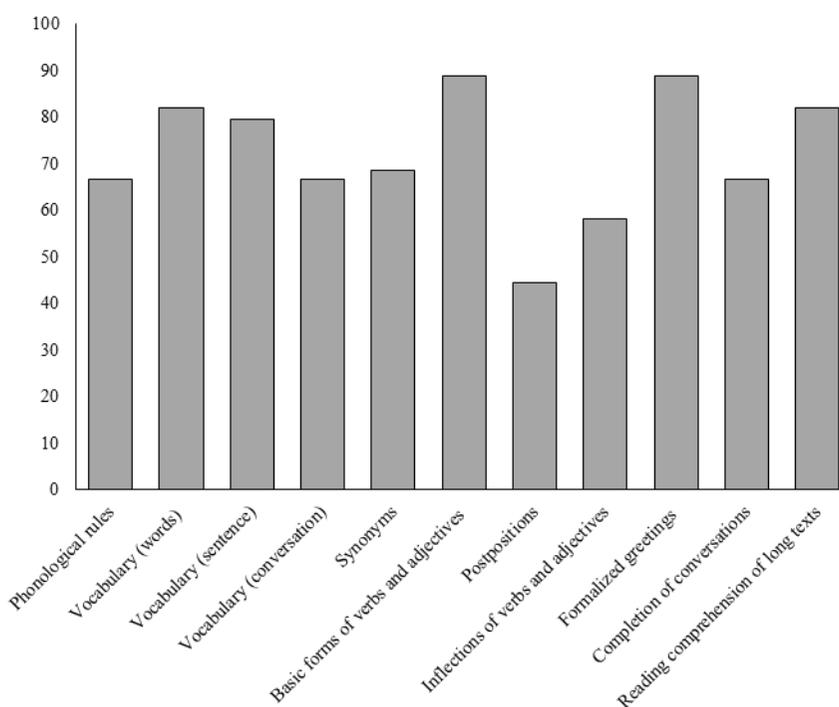


Figure 1². Rate of Correct Answers to the Problems of Each Lesson

²The number of problems prepared to assess the lessons learned varied according to the number of their items.

The results of the answers obtained from the test showed that the subjects had most difficulties in learning lessons about the ‘usage of pertinent postpositions’ and ‘various inflections of verbs and adjectives.’ On the whole, the subjects appeared to experience difficulties from the lessons listed in the following ascending order: ‘formalized greetings’ and ‘basic forms of verbs and adjectives,’ ‘vocabulary (words)’ and ‘reading comprehension of long sentences,’ ‘vocabulary (sentences),’ ‘synonyms,’ ‘phonological rules,’ ‘completion of a conversation,’ and ‘inflections of verbs and adjectives’ (the previous three being equally hard), and ‘postpositions.’ In particular, the applicants appeared to struggle with problems involving conversations, such as selecting pertinent inflections or words to fill vacancies in given sentences of a conversation and for problems to complete a conversation by selecting a pertinent one based on the comprehension of two given ones.

In contrast, the problems that probed the attainment of lesson contents associated with vocabulary (‘formalized greetings,’ ‘basic forms of verbs and adjectives,’ and ‘vocabulary (words)’) appeared comparatively tractable to the applicants. Thus, the discussions about learning Korean by Japanese learners should focus on their contextual comprehension through exposure to various illustrative Korean texts. The low rates of correct answers to problems involving ‘phonological rules’ also point to difficulties in understanding their varieties on part of the Korean-language learners.

5. Learning Processes of Groups Classified According to Their Respective Scores

5.1 Classification of Scorers and Their Learning Processes

The subjects of this study were classified into groups of high and low scorers to identify the differences in their learning processes. Among the 18 subjects, 13 students had passed the test (Class IV) and five students had failed. All writing test scores from the subjects who failed were below the national average score (41). The groups with test scores above and below the national average score were classified as the high and low scorers, numbering 12 and six³, respectively. As presented in Figure 2 which illustrates the rate of correct answers to

However, such numbers have not separately been taken into account in this paper.

³One of the six subjects had passed the test, but was classified as a low scorer based on the national average

each problem between the two groups in comparison, the biggest difference of 75% was found for the problem involving the completion of a conversation by selecting pertinent words fit for the vacancies placed in given conversations.

Next, the problems associated with the completion of a conversation by selecting pertinent conversations to be put into the vacancies situated in given conversations and those related to phonological rules yielded a 50% difference between the two groups. Problems that involved synonyms and those of choosing pertinent words to complete sentences presented in each problem by putting the chosen words into the vacancies situated in the given sentences showed the difference of 44.4%. The problems to select pertinent inflections of verbs and adjectives based on the respective comprehension of given sentences and those of choosing pertinent postpositions to put them into vacancies of given sentences for completion exhibited differences of 41.7% and 41.6%, respectively. The test results analyzed so far showed that the learning process of Japanese students for the ‘comprehension of a conversation written in the Korean language’ appeared most intractable in the low-scoring subjects.

On the whole, the high scorers exhibited a higher rate of correct answers. As shown in Figure 2, lesson difficulties experienced by the subjects appeared in the following ascending order: ‘formalized greetings,’ ‘vocabulary (sentences),’ ‘vocabulary (words)’ and ‘reading comprehension of long texts,’ ‘phonological rules,’ ‘synonyms,’ and the ‘completion of conversations’ (all three equal), ‘inflections of verbs and adjectives,’ and, finally, ‘postpositions’. Note that the lessons of ‘postpositions’ and ‘inflections of verbs and adjectives’ appeared most intractable to the subjects in the high-scoring group. The low scorers exhibited differences in the rates of correct answers to all problems compared to the high scorers. This group displayed difficulties in lessons that they might have experienced during respective learning processes in the following ascending order: ‘basic forms of verbs and adjectives,’ ‘formalized greetings,’ ‘reading comprehension of long texts,’ ‘vocabulary (words),’ ‘vocabulary (sentences),’ ‘synonyms,’ ‘inflections of verbs and adjectives,’ ‘phonological rules’, and the ‘completion of conversations’ (all three equal), and, finally,

score of 41 as the criterion.

‘vocabulary (conversation)’ together with ‘postpositions.’

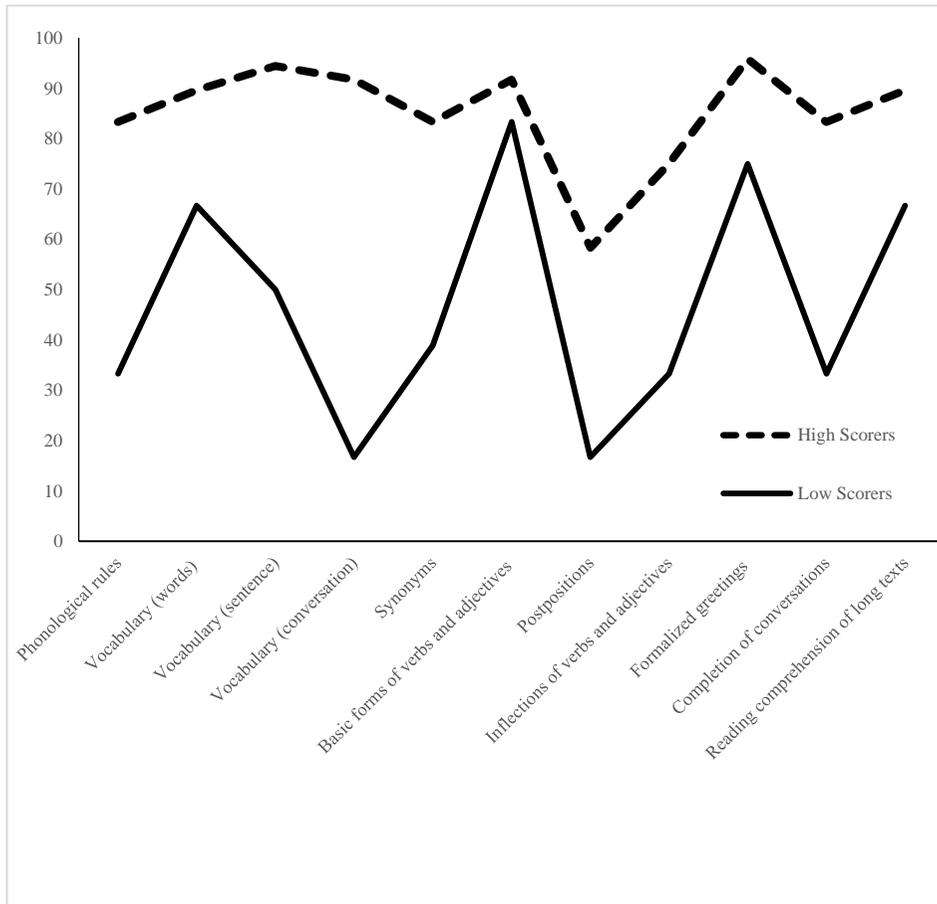


Figure 2. Rate of Correct Answers in Each Group of Scorers

The problems associated with the ‘postpositions’ was to select the pertinent ones to put them into given sentences’ vacancies for completion; this appeared to be the most intractable for all Japanese learners of Korean, irrespective of the test scores they had earned.

5.2 Statistical Analysis

In this section, the results presented in section 5.1 were statistically analyzed to identify

significant differences. The statistical significance of differences can be determined by comparing subjects in a contingency table for which Fisher's Exact Test employs direct probabilistic calculations or the Chi-Square Test which is frequently used.

The numbers of applicants who gave correct or incorrect answers to each problem were counted to identify the items and the degree of those numbers' bias where cells in the contingency table containing less than five subjects were found to be dominant. Therefore, Fisher's Exact Test was employed to determine the statistical significance of the differences.

Items	Problem	C.A ⁴ I.A ⁵	Low Scorers	High Scorers	Fisher's Exact Test (two-tailed)
[1]	(1)	CA	2	8	two-tailed: p (= 0.321), p>0.1, n.s.
		IA	4	4	
	(2)	CA	0	10	two-tailed: p (= 0.001), p<0.01, **
		IA	6	2	
	(3)	CA	4	12	two-tailed: p (= 0.098), 0.05<p<0.1, †
		IA	2	0	
	(4)	CA	2	8	two-tailed: p (= 0.021), p<0.05, *
		IA	4	4	
[2]	(1)	CA	4	10	two-tailed: p (= 0.568), p>0.1, n.s.
		IA	2	2	
	(2)	CA	6	12	two-tailed: p (= 1), p>0.1, n.s.
		IA	0	0	
	(3)	CA	2	9	two-tailed: p (= 0.141), p>0.1, n.s.
		IA	4	3	
	(4)	CA	4	12	two-tailed: p (= 0.098), 0.05<p<0.1, †
		IA	2	0	
[3]	(1)	CA	5	12	two-tailed: p (= 0.333), p>0.1, n.s.
		IA	1	0	
	(2)	CA	0	11	two-tailed: p (= 0.0003), p<0.01, **
		IA	6	1	
	(3)	CA	4	11	two-tailed: p (= 0.245), p>0.1, n.s.
		IA	2	1	
[4]	(1)	CA	2	11	two-tailed: p (= 0.021), p<0.05, *
		IA	4	1	
	(2)	CA	1	10	two-tailed: p (= 0.012), p<0.05, *
		IA	5	2	
	(3)	CA	0	11	two-tailed: p (= 0.0003), p<0.01, **
		IA	6	1	

⁴ Correct Answer

⁵ Incorrect Answer

[5]	(1)	CA	2	9	two-tailed: p (= 0.141), p>0.1, n.s.
		LA	4	3	
	(2)	CA	4	10	two-tailed: p (= 0.568), p>0.1, n.s.
		LA	2	2	
	(3)	CA	2	11	two-tailed: p (= 0.021), p<0.05, *
		LA	4	1	
[6]	(1)	CA	5	12	two-tailed: p (= 0.333), p>0.1, n.s.
		LA	1	0	
	(2)	CA	5	10	two-tailed: p (= 1), p>0.1, n.s.
		LA	1	2	
[7]	(1)	CA	1	9	two-tailed: p (= 0.043), p<0.05, *
		LA	5	3	
	(2)	CA	1	5	two-tailed: p (= 0.600), p>0.1, n.s.
		LA	5	7	
	(3)	CA	2	6	two-tailed: p (= 0.638), p>0.1, n.s.
		LA	4	6	
	(4)	CA	2	11	two-tailed: p (= 0.0217), p<0.05, *
		LA	4	1	
[8]	(1)	CA	4	11	two-tailed: p (= 0.245), p>0.1, n.s.
		LA	2	1	
	(2)	CA	5	12	two-tailed: p (= 0.333), p>0.1, n.s.
		LA	1	0	
[9]	(1)	CA	2	11	two-tailed: p (= 0.245), p<0.05, *
		LA	2	11	
	(2)	CA	0	5	two-tailed: p (= 0.114), p>0.1, n.s.
		LA	6	7	
	(3)	CA	3	12	two-tailed: p (= 0.024), p<0.05, *
		LA	3	0	
	(4)	CA	4	12	two-tailed: p (= 0.098), 0.05<p<0.1, †
		LA	2	0	
	(5)	CA	1	10	two-tailed: p (= 0.012), p<0.05, *
		LA	5	2	
[10]	(1)	CA	4	12	two-tailed: p (= 0.098), 0.05<p<0.1, †
		LA	2	0	
	(2)	CA	4	9	two-tailed: p (= 1), p>0.1, n.s.
		LA	2	3	
[11]	(1)	CA	5	11	two-tailed: p (= 1), p>0.1, n.s.
		LA	1	1	
	(2)	CA	3	11	two-tailed: p (= 0.083), 0.05<p<0.1, †
		LA	3	1	

Table 2. Contingency Table of the Number of Subjects' Distribution Bias and the Results of Fisher's Exact Test

As presented in Table 2, there were problems associated with the statistically significant differences as follows. Above all, item [4] corresponding to the problem⁶ of 'vocabulary

⁶ The correct answer is marked with * following the number.

(conversation)’ showed statistically significant differences among all its sub-problems of [4] 1), [4] 2), and [4] 3). Thus, the problem of selecting pertinent words to complete a given conversation would be the most intractable one in the learning process of Korean for low as compared to high scorers.

<p>[4]1) A : 처음 보는 옷이네요. B : 네, ()이 예뻐서 샀어요. ①하늘 ②고향 ③큰길 ④*색깔</p>
<p>[4]2) A : 갑자기 일이 () 내일 가지 못해요. B : 알았어요. 날짜 다시 잡지요. ①*생겨서 ②빌려서 ③지켜서 ④옳아서</p>
<p>[4]3) A : 이걸로 괜찮으시겠습니까, 손님? B : 아, 잠시만요... () 이쪽으로 할게요. A : 네, 알겠습니다. ①무척 ②함께 ③겨우 ④*역시</p>

Among the four problems associated with the ‘phonological rules’, the problems [1] 2), [1] 3), and [1] 4) related to ‘stridency,’ ‘palatalization,’ ‘pronunciation of final consonants in syllables and their intensification’ revealed statistically significant differences or tendencies. The problems involved with ‘the various phonological rules and phenomena of the Korean Language’ were commonly found intractable to the high and low scorers.

<p>[1]2) 저렇게 ①*[저러케] ②[저러게] ③[저러켜] ④[저러께]</p>
<p>[1]3) 붙입니다 ①[부딪니다] ②[부딪니다] ③*[부칩니다] ④[부집니다]</p>
<p>[1]4) 이것저것 ①[이건쳐건] ②*[이건찌건] ③[이건쩌건] ④[이건쩌견]</p>

Among the five problems related with the completion of a conversation, the following four problems ([9] 1), [9] 3), [9] 4), and [9] 5)) showed statistically significant differences or tendencies. This also suggests the problems associated with the completion of given conversation by selecting pertinent conversation and put them into vacancies in given conversation based on respective comprehension thereof appeared intractable to both the high- and low-scorers.

<p>[9]1) A: ()?</p> <p>B : 해외 소설은 어디에 있지요?</p> <p>A : 저쪽입니다. 같이 가지죠.</p> <p>①우산 안 가지고 왔어요</p> <p>②여행 오셨어요</p> <p>③*무슨 책을 찾으십니까</p> <p>④이 시간은 길이 어둡지요</p>
<p>[9]3) A : 맥주 시킬까요?</p> <p>B : ()</p> <p>A : 왜요? 차 가지고 왔어요?</p> <p>①오늘은 내가 살게요</p> <p>②홍차는 못 마셔요</p> <p>③버스 시간이 걱정돼요</p> <p>④*오늘은 안 마실 거예요</p>
<p>[9]4) A : 올해도 다 끝나 가네요.</p> <p>B : ()?</p> <p>A : 한국에 유학 가고 싶어요.</p> <p>①부모님은 잘 계세요</p> <p>②작년에 만나지 못했어요</p> <p>③올해 좋은 일이 많았어요</p> <p>④*내년에는 뭘 하고 싶어요</p>

<p>[9]5) A : ()</p> <p>B : 잠깐만, 이것만 보내고...</p> <p>A : 차가 와요. 앞을 잘 보세요.</p> <p>①영화 시작했어요. 휴대폰 끄세요.</p> <p>②*핸드폰 보면서 걸지 마세요.</p> <p>③계속 앉아 있어서 허리가 아프죠?</p> <p>④잠만 자지 말고 공부 좀 해요.</p>

Regarding problems related to ‘postpositions’ and ‘inflections of verbs and adjectives,’ the difference between the problems [7] 1) and [7] 4) was statistically significant. Thus, the postpositions of ‘밖에’ (except but..., other than...) and inflections of ‘있겠’ (would have been..., might have been..., could have been...) were concluded as intractable in the learning process to both high and low scorers.

<p>[7]1) 방학 때 만난 친구는 두명() 없어요.</p> <p>①이라도 ②*밖에 ③한테 ④보다</p>
<p>[7]4) A : (). 빨리 들어오세요.</p> <p>B : 고마워요. 따뜻한 차 한 잔만 주세요.</p> <p>①*추웠겠어요 ②추우면 돼요 ③안 추워요 ④추워야 해요</p>

The problems [8] 1) and [8] 2) of ‘formalized greetings,’ resulted in higher rates of correct answers from both the high and low scorers, but these were not statistically significant differences.

<p>[8]1) 寝る前に目上の人にあいさつするとき。</p> <p>①다녀오세요. ②수고 많으셨어요.</p> <p>③신세 많이 졌습니다. ④*안녕히 주무세요.</p>
<p>[8]2) 相手に感謝されたとき。</p> <p>①그럼요. ②*별요. ③글쎄요. ④잠시만요.</p>

Like the ‘formalized greetings,’ problems [6] 1) and [6] 2) of the ‘basic forms of verbs and adverbs’ resulted in comparatively higher rates of correct answers from both high and low scorers without statistically significant differences.

[6]1) 공원 앞에 예쁜 집을 <u>지었습니다</u> .
①지다 ②*짓다 ③지으다 ④적다
[6]2) 회사까지는 지하철로 가는 게 가장 <u>빨라요</u> .
①빨다 ②*빠르다 ③빨라다 ④빠다

The three problems related to ‘vocabulary (words)’ showed no statistically significant differences among all four problems except for one problem manifesting a statistically significant tendency. Two out of four problems in ‘reading comprehension of long texts’ exhibited no statistically significant differences. Two out of three problems associated with ‘vocabulary (sentences)’ and ‘synonyms’ also displayed no statistically significant differences.

6. Concluding Remarks

In this study, the Korean-language classes and the rate of correct answers in the 「Hangul」 Proficiency Verification Test (Class IV) from Japanese learners in the latter half of a preliminary Korean-language course were examined to analyze the lessons and learning processes intractable to Japanese learners. In addition, statistical analyses were carried out to analyze learning processes of Japanese learners classified according to the 「Hangul」 Proficiency Verification Test (Class IV) results

Based on the results obtained from Japanese learners who had applied for the test, the rates of correct answers were reviewed and the problems associated with ‘formalized greetings’ and the ‘basic forms of verbs and adjectives’ were found to have the highest correct answer rates. Second highest were problems related to the ‘vocabulary (words)’ and the ‘reading comprehension of long texts.’ The problems involving ‘postpositions’ exhibited the lowest rate of correct answers, and those of the ‘inflections of verbs and adjectives’ were also low.

The individuals who applied for the test were classified into the two groups of high and low scorers according to their test scores to determine potential learning process differences. The subsequent comparative analyses of the two groups revealed significant differences in the correct answer rates to problems related to the ‘completion of a conversation’ presented in each problem by selecting words pertinent to vacancies provided in that given conversation. The lessons on the ‘comprehension of conversations written in the Korean language’ appeared most intractable to Japanese learners and were associated with the low scorers. To identify the significance between the two groups’ differences, the test results were statistically analyzed and revealed statistically significant differences in the correct answer rates to all ‘vocabulary (conversation)’ problems. The problems involving the selection of pertinent words to vacancies in conversations given in each problem to complete them were the most intractable ones in the learning process to low scorers as compared to high scorers.

Regarding the problems related to the ‘phonological rules,’ ‘stridency,’ ‘palatalization,’ ‘pronunciation of final consonants in syllables and their intensification’ revealed statistically significant differences or tendencies. Thus, the lessons associated with them were concluded to be intractable in the learning processes of both high and low scorers. The four out of five problems associated with the ‘completion of a given conversation’ also displayed statistically significant differences or tendencies. The problems related with the ‘completion of a given conversation by selecting a pertinent conversation to vacancies situated in that given conversation based on the comprehension of the two conversations’ commonly appeared intractable to both the high and low scorers. However, the problems of ‘formalized greetings’ that commonly exhibited higher correct answer rates from both high and low scorers did not reveal statistically significant differences. Likewise, problems related to ‘formalized greetings’ and ‘inflections of verbs and adjectives’ which exhibited higher rates of correct answers from both high and low scorers and did not show statistically significant differences.

Japanese learners in the latter half of a preliminary Korean-language course seem to encounter increasing difficulties as they advance in their lessons, requiring additional vocabularies, dealing with various inflections of verbs and adjectives, and with phonological rules and the usage of postpositions. Further discussions on issues of providing Korean-language students with effective instructions and learning methods are necessary.

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